

## **Activity #6: Strategies for Self-Concept**

### **Section 2: Self-Concept**

#### **GROUP 1: Strategies Involving the Physical Setup of Your Classroom**

- Use highly visible physical markers for visual prompts (e.g., "stop" signs, feet markers on the floor, names or colors on the rug, floor tape indicating boundaries)
  - Arrange classroom furniture to accommodate various activities; avoid unnecessarily large, open spaces
  - Remove obstacles to movement
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#### **GROUP 2: Strategies Involving Materials in Your Classroom**

- Use pictures and other labels to keep center materials organized
  - Use a variety of materials in centers
  - Keep centers relevant and engaging; change themes and materials regularly
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#### **GROUP 3: Strategies to Use with Groups of Children**

- Use key words to remind children of expected behavior in different situations (e.g., "quiet feet" or "resting hands")
- Discuss read alouds: Have children talk about characters' feelings and abilities, compare them to other characters and to themselves, and put themselves in the shoes of the characters
- Label your own and others' feelings
- Discuss feelings that arise in certain situations and what situations make us feel certain ways
- Encourage children to describe their own and others' feelings through games and pictures (using feeling charts, cards, masks, cubes, etc.)
- Sing songs about emotions
- change themes and materials regularly

#### **GROUP 4: Strategies to Use with Individual Children**

- Encourage children to talk about themselves
- Help children identify their own skills and strengths
- Have children draw self-portraits and describe themselves
- Validate children's feelings; emphasize a range of emotions can be felt but they must be expressed in appropriate ways
- Give positive feedback based on appropriate behavior, contributions, progress, and/or effort
- Make positive feedback (verbal and nonverbal) descriptive and enthusiastic
- Encourage independence and persistence (e.g., "Try it two more times on your own.")
- Provide help and support when requested and appropriate
- Model self-help skills
- Offer choices of activities and centers